

Childminder report

Inspection date: 25 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very settled and enjoy their time with the childminder. Children of all ages select the toys they want to use with ease. Children show curiosity and confidence as they greet visitors and talk to them about their play. The childminder has high expectations of children's behaviour. Children listen and respond to instructions. For example, they tidy away toys when they have finished playing with them and remind each other of the expectations. The childminder offers children plenty of praise. This helps to build children's self-esteem. The childminder provides activities to develop children's fine motor skills. For instance, children squeeze and roll play dough. Younger children use tongs to move small colourful bears into cups. This supports their coordination and small muscles for early writing skills.

Children demonstrate their pleasure as they snuggle up and listen to stories on the sofa. They listen attentively and engage as they talk about the story with intrigue, repeating the words they hear. This helps to develop their vocabulary and imagination. The childminder supports children's physical health and well-being. They visit parks and local woodlands, where they have opportunities to run, balance, climb and explore nature. Children learn about safety on their walk. They enjoy a variety of fruits and have healthy snacks. This supports children to develop a healthy lifestyle.

What does the early years setting do well and what does it need to do better?

- Children have an excellent attitude to learning and behave well at all times. They show high levels of concentration and engagement. When safely cutting fruit, older children say: 'I cut it off', as they cut off the leaves from the strawberries. Younger children repeat the words they hear and are happy to try the fruit they cut. The childminder encourages children to talk about what they are doing as they make their fruit kebabs and experience new flavours. For example, children describe lemons as 'sour' while licking them. This supports children's learning and development.
- The childminder helps children learn how to care for animals. She has pets that the children learn to respect. They stroke the dog and tell visitors her name. Children talk about being gentle with the pet dog and how they take her for a walk to keep her healthy. This supports children to develop confidence around animals.
- During regular outings, the childminder develops children's understanding of the local community. The childminder takes the children to visit the elderly, where they enjoy conversations with other adults in a safe way. The children take part in cultural festivals and celebrations at the community centre. The childminder meets with another childminder and plans cultural activities, such as a tea party

for the King's Coronation. This helps to develop children's awareness of the diversity in their community.

- The childminder builds good relationships with parents. Parents write about how well their children have settled with the childminder. They enjoy receiving daily updates. Parents are very happy with the progress their child is making and the experiences they receive. This supports children's continuity of learning.
- The childminder is reflective and keen to develop her skills further. She takes opportunities to continue her professional development. For example, she takes part in online training and listens to webinars to support her practice. This helps to keep her up to date with child development.
- The childminder provides a broad curriculum, which supports children's progress well. Children have many opportunities to lead their learning and enjoy participating in play. They dress up in costumes and use the voice and phrases of the character they become. However, on occasion, some activities do not fully challenge the older or most-able children to develop their learning further.
- The childminder supports children well with their independence and self-help skills. Children wash and dry their hands independently. The childminder supports children when needed. Children make decisions about their food preferences and serve themselves at lunchtime. Although this supports their independence skills and their readiness for school, the childminder has not yet established partnerships with schools to support children's transitions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and understanding of her responsibility to keep children safe. The childminder is aware of possible signs and behaviours that may suggest children are at risk of harm. The childminder has a good understanding of the procedures to follow and who to contact should she have concerns regarding a child in her care. The childminder completes safeguarding training to ensure that her knowledge is updated and holds a current paediatric first-aid certificate. Children play in a safe and secure environment, and risk assessments are completed for the home and for outings.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- continue to develop the planning more closely for every child to continually build on and challenge their learning further
- explore ways to establish partnerships with schools so that information about children's development is shared to help support their continuity of learning.

Setting details

Unique reference number	EY284287
Local authority	Warwickshire
Inspection number	10263535
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 11
Total number of places	5
Number of children on roll	9
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in Nuneaton. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Naziha Amin

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the childminder with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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